

# Reception Summer 1 term 2021

## The Tol is 'Making Connections'

### We might investigate: Growth and change

- How plants and animals grow and change
- How environments change over time
- How we have grown and changed – our own past
- How we can continue to grow in a healthy and safe way

### We might investigate: Different religious celebrations

The <i>AtL</i> 's we will show during this investigation are:	We will develop the following <i>SKILLS</i> :	The <i>ACTION</i> we might take is:
<ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Curiosity</li> <li>• Enthusiasm</li> <li>• Tolerance</li> </ul>	<p><b>Research:</b> Observing and Presenting findings</p> <p><b>Self- Management:</b> Gross and fine motor skills, Spatial awareness, safety</p> <p><b>Communication:</b> Listening, Speaking, Reading, Writing</p> <p><b>Social:</b> Group decision making, adopting a variety of group roles, Global awareness</p> <p><b>Critical thinking:</b> Comprehension and Evaluation</p>	<p><i>Health and wellbeing</i></p> <p>Learning how to take care of ourselves, others and the environment we live in.</p>

### Child led learning and topics

Learning follows boys' interests and level of development. At the start of the topic, they may be interested in other aspects and so will investigate completely different things alongside the areas of learning that has been planned.

As the boys change so rapidly it is impossible to plan for their learning ahead of time. All learning here is a guide as to what development is expected of children of a similar age at the end of the Reception year.

We will take <i>Action</i> from our Tol by:	We may develop our <i>Personal, Social and Emotional</i> skills within our Tol by...	
<ol style="list-style-type: none"> <li>1. Making a choice</li> <li>2. Acting on our choice</li> <li>3. Reflecting on our choice</li> <li>4. Presenting our choice to an audience</li> </ol> <p><b>Our actions will impact, in some way, on the Eco-Schools 17 SDG's</b></p>	<p><b>Making friends by:</b> Playing co-operatively and taking turns with others. Taking into account of each other's ideas about how to organise their activities. Showing sensitivity to others' needs and feelings, and continuing to develop their positive relationships with adults and other children.</p> <p><b>Becoming self-confident and self-aware by:</b> Confidently trying new activities, and say why they like some activities more than others. Confidently speaking in front of familiar groups. Talking about their ideas, and choosing the resources they need independently. Saying when they do or don't need help.</p>	<p><b>Managing my feelings and behaviour by:</b> Talking about how they and others show feelings Talking about their own and others' behaviour. Knowing that there are consequences (both positive and negative), and know that some behaviour is unacceptable. Working as part of a group or class, and understand and follow the rules. Adjusting their behaviour to different situations, and take changes of routine in their stride.</p>

To prepare to become <b>Mathematicians</b> our Tol may involve...	To prepare for <b>Reading</b> and <b>Writing</b> , part of our Tol may involve...	While learning to <b>Communicate and Use Language</b> , part of our Tol may involve...	
<p>Counting reliably with numbers from one to 20. Placing number 0-20 in order and saying which number is one more or one less. Using quantities and objects, to add and subtract two single-digit numbers. Counting on or back to find an answer. Solving problems, including doubling, halving and sharing.</p> <p>Using everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Recognising, creating and describing patterns. Exploring characteristics of everyday objects and shapes and using mathematical language to describe them.</p>	<p>Reading and understanding simple sentences. Using phonic knowledge to sound out regular words and read them aloud accurately. Reading some common irregular words. (Tricky words) Showing that they understand what they have read.</p> <p>Using their phonic knowledge to write words in ways which match their spoken sounds. Writing some irregular common words. (Tricky words) Writing simple sentences which can be read by themselves and others. Writing words that are either spelt correctly or are phonetically plausible.</p>	<p>Listening attentively in a range of situations. Listening to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions. Giving their attention to what others say and responding appropriately.</p> <p>Following instructions involving several ideas or actions. Answer 'how' and 'why' questions using their experiences.</p> <p>Expressing themselves effectively. Using past, present and future tenses with more accuracy when talking about events. Developing their own narratives and explanations by connecting ideas or events.</p>	
As budding <b>Artists and Designers</b> , our Tol may involve ....	As <b>Performers</b> our Tol will help us....	As we begin to <b>Understand the World</b> , part of our Tol may involve....	To demonstrate how we impact our environment in <b>PE</b> and while <b>Developing our Physical Selves</b> , part of our Tol may involve...
<p>Safely using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Using what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>Sing songs, make music and dance. Experiment with ways of changing sounds, tunes and dances.</p>	<p>Talking about past and present events in their own lives and in the lives of family members. Knowing that other children don't always enjoy the same things, and are sensitive to this. Knowing about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Knowing about similarities and differences in relation to places, objects, materials and living things.</p>	<p>Showing good control and co-ordination in large and small movements. Moving confidently in a range of ways, safely negotiating space. Handling equipment and tools effectively, including pencils for writing.</p>
<p>Representing their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>		<p>Talking about the features of their own immediate environment and how environments might vary from one another. Making observations of animals and plants and explaining why some things occur. Talking about changes.</p> <p>Recognising that a range of technology is used in places such as homes and schools. Selecting and using technology for particular purposes.</p>	<p>Knowing the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Managing their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>